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PERSONALITY – WHAT IS IT?

A Study in its Physical Make-up and Inheritance

Prof. M. S. SRINIVASA SARMA, M. A.

THE most intangible, the least measurable and the least known forces of nature are among the most potent; and Personality is one of them. Everyone has personality, of course; but in some it seems so notable that we mention it with a capital P, and respect it above all things. It appears in the form of good looks or energy or charm or personal magnetism whatever they may mean. We do not like a given man; he repels us, and yet we grant that he has Personality. When asked why some men with moderate talents and meagre technical preparation succeed, while others with greater ability and better preparation fail, we usually conceal our ignorance behind the term "Personality." Hence an analysis of this concept from the phychological point of view would be illuminating, though difficult.

"UNITAS MULTIPLEX"

"Personality" comes from the Latin root "*Persona*" which means a mask. In the ancient Roman dramas the same actor often played several different roles; and this necessitated some sort of distinguishing tokens which were in the form of masks. Personality, therefore, rightly stands for the part we play in the drama of life, and emphasises the fact that each of us has to play infinite parts in it. It is a commonplace to say that we are each of us many selves different in different circumstances. Every one plays many roles, belongs to many groups and makes many diverse contacts, each requiring a somewhat different pattern of behaviour. But these are not unrelated to one another except in disease. Personality thus, is an integration, *a unitas multiplex*, a dynamic organisation of individual life in its task of pacing reality with a united front. It is the whole combination of mental and physical qualities by which the individual may be identified. It is not a fixed, static entity; it is dynamic, and grows and ripens without ceasing. Popularly the word "Personality" frequently refers to superior qualities. Sometimes we mean an attractive appearance based on certain anatomical traits such as tallness, slenderness, fine complexion. In other cases, it stands for good grooming. To possess a fine personality means to wear neat, well fitting and beautiful clothes. Psychologically, personality refers to the total quality of an individual's behaviour. It is, in short, the behaviour-equipment of the individual.

THE PHYSIQUE

Man who is not a mind but owns a mind, man who is not a body but possesses a body is indeed a psycho-physical organism. Personality is essentially a mind-body corporation. One cannot think of personality independently of physical structure and physical function. The young child comes into the world as a physical organism working in harmony by means of two great integrating systems—the Central Nervous System and the Blood Stream with its circulating harmones. Personality thus depends on *phy-*

sique. The mere size of a person affects *his* attitude towards other people and *their* attitude towards him :—and it is in such social relations that personality most clearly stands out. The "big fellow" dominates others easily just by virtue of his size, and so tends to be good-humoured while the little fellow is apt to feel inferior and become jealous and malicious. Muscular development and "looks" have their effect on Personality. The ugly and undersized individual is always awkwardly conscious of his physical inferiority, and looks enviously out of the corner of his eye at the man of affairs who passes by, erect in the pride of his stature and health. A man's likelihood of holding an important executive post is definitely related to his physical build, particularly to his height, weight and appearance. A strong personality has health and energy and a sufficiency of flesh and blood to warrant him in looking straight into the eye of the world. He is more self-assertive and pugnacious: and it is this pugnacity that gives power to his purposes. He is domineering and likes to feel that men are bricks to his trowel to build with them what he likes; and they find a secret zost in being led by him.

VITALITY

Nietzsche said that "the first requisite of a gentleman is to be a perfect animal" On that foundation should Personality rise and grow. Personality in all cases appears to be a surplus of vitality. Nor do we greatly care what form this surplusage takes. We grant Personality to great saints, and equally to great sinners, to those who grabbed all they could in life and to those who self-sacrificingly gave all away. It seems that it does not really matter what a man does, provided the doing is striking enough. Where great vitality exists, a ruling passion appears and this concentration of life in one transcendental unity of purpose is the will which is the self in action and the inner core of Personality. Heightened vitality means an increased sense of power, more work done and greater usefulness to society. Prof. McCunn rightly points out in his "*Making of Character*" that "few realise how dangerously near weakness is wickedness, how impossible healthful energy of will is without strong muscles which are its organs, and how endurance and self-control depend on muscular strength"

CHEMIQUE

Another epually important factor is "*Chemique*". Personality is directly the product of the proper functioning of the Hormones. The Endocrines especially the adrenal, the thyroid, the gonad's and the pituitary control the physical and mental growth and all the metabolic processes of fundamental importance. The juices from these internally secreting organs exert a marked effect on the structure and function of the bodily organs and at times on the body as a whole. They are true foundation of the Intelligence, Instincts, disposition and Personality of the individual. If a man's adrenals are of poor quality, he will become the secluded introvert shut off from the interests of normal life; if without proper thyroids, he becomes an idiot. He will enter the borderland of insanity if pituitary difficulties intervene. If, on the contrary, the adrenal, thyroid and pituitary are present in a certain proportion, he will become the active, aggressive, never-resting, keen and relentless reformer.

INTELLIGENCE

A third factor which has a great deal to do with Presonality is Intelligence. One who is of low I Q adapts himself poorly to other persons, and remains out of touch with his social environment. The Morons, idiots and imbeciles can never become forceful personalities. A typical delinquent has an I Q of 50 or 60 or even less. He is dull and obtuse and gets into trouble. Tact which is the secret of personal power is hige grade Intelligence.

INSTINCTS

Personality can further be analysed in terms of *Instincts*. They constitute the raw material out of which our lives and character are built. The instincts of self-assertion gregariousness, curiosity; fighting, creativeness and acquisitiveness play a central role in developing Personality. Self-assertion is the native tendency to resist, persist, master, dominate and seek social recognition. It should not be confounded with selfishness which aims to get, grab, and own exclusively. But self-assertion aims to *do*, to create, to achieve, and to serve others. It in fact kills selfishness and leads the individual to renounce present gain without hope of later reward in compensation, just because he sees in a renunciation the best chance of proving himself the captain of the soul.

Now it is important to note that all these factors of personality are, without exception, native and innate and are inherited by the individual, and that all his heredity is carried in that single microscope cell—the fertilised ovum. For each individual a definite hereditary composition is formed by the union of an egg and a male sperm-cell at fertilisation. This composition is unique for individual. The fertilised egg which is the physical basis of the individual has within itself the potentiality. It is of course common knowledge that no two individuals are alike although we frequently find ourselves treating a number of them in much the same way and erroneously expecting the same response to the given treatment from all of them. But a detailed examination of the chromosomal complexes derived from the two parents impresses us with the extrordinary uniqueness of every individual.

TYPES OF PESONALITY

Popular psychology has always tended to correlate traits of personality with physical characteristics; a jovial Falstaff is a burly fellow; the mean and scheming Cassius has a lean and hungry look; the man of determination has a massive lower jaw. There is certainly some connection between the brain and intelligence. The brain–weight of quite a number of highly gifted men has been measured in post–mortem examination and many of these gifted men have had a very large cerebrum. It undoubtedly appears that an extremely small cerebrum spells idiocy. The Psychiatrist Kretschmer, on the basis of a long and painstaking investigation, recorded in his monumental work "*Physique and Character*" came to the conclusion that the popular view expresses a scientific truth. He called attention to the existence of two special types of Personality the *Cycloid* and the *Schizoid* which, to a certain extent represent Dr. Jung's *extroverts* and *introverts*, by exact measurements, and showed the correlation of their mental traits with certain physical characteristics

which he grouped together as the *Pyknic* and the *Asthenic* types.

Two varieties of exaggerated deviations from the racial type are frequently seen. The small gracefully formed dwarfs usually termed *Midgets* constitute one class. Other persons are seen to be dwarf-like but stocky individuals with large heads and flat faces and a protruding lower jaw. The body or trunk of such dwarfs is large and almost of the common size, but their arms and legs are short and *peculiarly* bent. These are the so-called achondroplasic dwarfs. In contrast to these diminutive types are the gigantic deviations from the common size and form. These individuals grow to be seven or eight feet tall and weigh as much as four hundred pounds. They are simply giant individuals and are classed as *Acromegalic.* These show that the entire personality of the normal individual may be altered in significant ways by changes in functional co ordination among the organs if the body.

HEREDITY

The way feeble-mindedness and special aptitudes run in particular families is noteworthy. The family tree of Johann Sebastian Bach illustrates the transmission of exceptional musical endowment through several generations. As with musical talent, so with the talent in painting and sculpture which tends to run in families. The capacity for technical invention can occasionally be traced through several generations. We also note a special liking and gift for Mathematics cropping out here and there in different generations of the same family.

The personality of some is seriously warped by sensory defects. A *color-blind* person cannot hope to distinguish himself in Railway, Air or Naval Service. He cannot see any color if he is totally color–blind, or cannot see Red and Green if he is partially color–blind because colour-blindedness is hereditary and cannot be cured. The *Deaf* are heavily handicapped in life because it is chiefly through the spoken word that the child receives its first instructions, enters into the cultural heritage, and establishes intimate relations with the thoughts and outlook of others. Again *Aphasia* i. e., loss of speech, *Apraxia,* loss of ability to do, and *Agnosia,* inability to understand and think–are all due to brain injury, and prove that different mental activities depend upon the specific functions of particular cortical areas of the brain.

HEALTH IS BEAUTY

Persons are accepted by the community and graded by their friends as lazy or industrious, stupid or intelligent, ugly or beautiful, melancholy or happy, serious or frivolous, honest or rascally; and there the matter begins, and *there* it ends. But the Biologists know that there must be a cause for each of these contrasted states. Genetic backgrounds tend towards certain of them; and we might boldly state that almost any one of us could from time to time, embrace all the contrasted characters. I may be lazy and unable to drive myself even to a pleasant task. I wonder at the cause, and find that I may have a disturbed digestion, or have had too little sleep. When a person has been without sleep for several days or is ill and exhausted, his mental reaction may be decidedly stupid and rude. He may be unable to reason logically or fairly. Bad food frequently induces awkward thinking.

Impediments in Basic Education

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BEING at work in many states of India, Basic Education needs no pleading. Everywhere this Education has been recognised as simple, natural, psychological and based on the needs of the people. But there are surely definite forces which are playing upon and reshaping the structure and plan of Basic Educatoin. Some of them in one way or the other thwart its progress and thereby fail to pave way for a silent and grand revolution in village life. Let us pick up some of them for discussion and clarification.

To some extent, some Basic Training Schools even have proved an impediment in its way. They fail to keep pace with modern ideas in Education. There seems insufficient 'Coordination between theory and practice'. The real and practical problems of village schools are being totally ignored by them. Heads of such schools still dwell in bureacratic ideals and belief that they have sovereign right to dictate and get obedience of the Staff. However these evils can be remedied by the following method:—

a). The curriculum of Basic Training Institutions needs revision. It should be realistic and uptodate. The training should be such as would enable pupil teachers to understand the main problems of Education facing India today. Real and practical problems of Village Schools should be kept in view.

b). Demonstration lessons should be conducted at suitable intervals to make clear that the methods advocated have real application in life.

c). Heads of Basic Training Schools should bid farewell to bureacracy and should give up sermonizing and preaching. They should gain the practical knowledge of the real virtues of an ideal headmaster.

d). Aministration in the School should be quite democratic. Staff meetings should be held at intervals, where staff members will have say in the school affairs. In short, there is yet time for Basic Training Schools to reform, otherwise teachers trained in a 'cramped and unfree environment will surely tend to perpetuate the vicious circle into which they are caught and will carry on the wrong traditions of their own training into their respective schools.' Basic Education can surely thrive in free and healthy atmosphere.

Basic Training Schools are not entirely to be blamed. There are other factors as well which block its way of progress. In many states, Basic trained teachers after their

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Continued from preceding page

Ugliness and beauty are often observed in the same individual. Any chronic disease may mar the beauty of the pair. The German saying—*Beauty indicates Health*—proves this. There are of course definite defects and distortions in certain individuals which cannot be altered. Stupidity and ugly appearance may be of genetic origin, or may have resulted from developmental arrests, and are therefore congenital and cannot be removed.

training are posted in various village schools to work under the subordination of untrained or J. V. teachers. Thereby they do not find healthy atmosphere to work on the lines shown by the Training School. This hinderence may be either due to other untrained colleagues or proper administration, but in any way the cold reception exists there to damp the enthusiasm of the young teacher. This hitch can easily be removed by the following:—

a) Untrained or J. V. teachers should not be allowed to hold the post of headmaster of Basic Schools.

b) Refresher courses should be held now and then to acquaint untrained teachers with the modern trends in Education.

Above all, I think Basic Trained Teachers should find happiness in their work. Serving others and participating with others in promoting and directing the growth of children should bring them satisfaction and joy. Then alone Basic Education is sure to gain ground.

In many states teachers clamour that they do not get Craft material from the management or the department to start their work in time. They wait for long and ultimately fall an easy prey to the traditional method and prove detrimental for the cause they stand for. This may be a fact, but I don't think it to be a cause of any hinderance for the teacher. Meanwhile he can introduce many other activities to bridge over this difficulty. Teachers should in no way wait for the management to come to their rescue but should devise ways and means to start work with prompt earnestness. They should introduce activities related to life and should not be costly in any way just as sweeping and dusting of school rooms; arranging flowers; filling and carrying vessels of water, collection of seeds, leaves, stones etc. Digging small pits in school and village. Discussing various pictures, chanting rhymes; observing and talking about matters of interest; walks and visits to the fields, village shops, blacksmith's forge etc., Clay-modelling and gardening. Every activity should be taken up in Scientific spirit and then it is sure to contribute to the development of all the faculties of children.

Being prone to traditional method, people are everywhere seen coming forward to oppose the work of the Basic teacher. Their illiteracy and ignorance to a great extent are responsible for such notions. Whatever may be, but the teacher under such odd circumstances finds himself in dilemma. Here the teacher should bear it in mind that every progressive movement whether social, political, religious or Educational has at the very outset to pass through opposition. So there is nothing new with Basic Education. However the teacher should adopt the following means to overcome this difficulty:—

a) Variety shows, camp Fires and Parental Conferences should be organised to propagate the new trends of Education.

b) Social service league should be formed to come in close contact with the people and acquaint them with the new ideology. They should be kept aware of the new programme, and the work that is conducted in School.

(c) Happy atmosphere should always be in the School to attract large number of children.

Now, old and rigid Time Table frames either by the management or the Department comes forward to

obstruct work of the Basic teacher. It is a fact that we cannot do away with the Time table. But it should be framed in such a way as to reflect the ideas underlying the curriculum. More stress should be laid on activities rather than bookish knowledge. There should be alternating sequence to maintain freshness and interest of children. Teacher should beforehand keep in view the time that Physical activity, observation and formal instruction will take and table should be framed accordingly. He should maintain a short diary of his own to indicate how much time a child is intended to spend on the average and whether the proper balance between the various activities and instruction is preserved in actual practice. This record will enable the teacher to make adjustments needed to redress the balance.

Again unsuitable Text-books prevalent in Basic Schools hamper its progress. It is the first and foremost duty of the Education Department to introduce suitable books in Basic Schools. These books should be radically simplified in wording and content and should be of great interest to children. However Basic teacher should consider books in the same way as maps, charts etc. Books should be used for reference, information and investigation. Rote memory system should be discouraged. Correlation requires concrete experience and not bookish knowledge. Debates and discussions should have proper place in schools. Resort should also be taken of tools, charts, maps, pictures and other materials. Teaching aids should be prepared to make the work interesting. Besides, excursions, observation and visits to gardens, etc. should be frequent in schools.

The lower inspecting school staff just as Basic Supervisors and so on have proved discouraging elements to this Education. Most of them deem their duty to fill up the pages of inspection book alone and don't serve the purpose for which they are meant. They are keen to visit the schools and there pen-down some long pages of the inspection book. While going through the Inspection-books of various schools, one will be surprised to find the same wording with some alterations everywhere. They are often found using patent words and sentences everywhere just as "The School is housed ....Roll is.......and.... ..are present. 3rd class is weak in Maths. and 2nd deserves more attention in language ...." These suggestions alone won't do. Basic Supervisors or Sub-deputy Inspectors should achieve something high and serve the nation to the best of their capability. Basic Education is direly in need of efficient, sympathetic and honest supervising staff. Inspection does not mean to pen down some pages of inspection book alone but personal co-operation and help to those who are less experienced. Their attitude should be such as to form a link between the teacher and the society. In short they should play the role of leaders and guides in the Educational experiment.

At the end, I suggest the Basic Training Institutes should 'inculcate a way of life which will attract and make its mark upon man and woman who intend to be a teacher.' They should devise means to develop power of independent thinking and understanding of different problems of teaching in their pupil teachers. The Heads of Basic Training Schools should not consider themselves chiefly as administrative officers to drive teachers at their work or

servants on their duty but should look to a higher goal. They should constantly work with teachers to make the School programme effective. Teachers should be encouraged to have say in School affairs. To develope morale in the teachers is their first and foremost duty. However they should bear it in mind that nothing in an official position warrants an assumption of social superiority; and if such superiority exists, evidence of a consciousness of it is sure to make good professional relations difficult if not impossible. Now there comes the turn of the Basic Teachers. Entire development of this Basic Scheme depends on them. They are the most important agents of Society for serving its present needs through organized Educational efforts. They have to educate the youth of our land that our civilization may be not only perpetuated but continually reconstructed for the better. This scheme is sure to thrive if our teachers will find happiness in their work and joy in service.

THE TEACHING OF POETRY

Sri ANANTH RATHO, B. A., B. Ed., F. U. U.,

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LIFE constitutes a series of events and moods some of which are pleasant and some are dull, and the tendency of the mind is to seek always relief from dullness. All of us have experienced that after a continuous and incessant application of our- selves to some mental work or other we feel monotonous, and wish to be rid of this monotony by taking rest for a while or alternating the work with some pastime. Is not poetry one of these pastimes that saves us from the stagnation which often overtakes us in life to leave us dull? It is this relieving feature due to the sound of the words, which being an outburst of emotion fall on the ear in recurring periods, that distinguishes poetry from prose. It is poetry through its system of fixed recurrence of periods, otherwise known as metre, that gives a definite, and permanent shape to our feelings and emotions. So poetry is poetry when it *proceeds from emotion* to *arouse emotion*. A poet can succeed only when he can make us feel with him through his poem, when his poetry can keep alive the vein feeling in us.

Having thus understood the place of poetry in life let us fix the position of the teacher as regards the teaching of the subject.

A poet sets himself writing because he is moved by a tidal wave of emotion, and the expression of his strong feeling through poetry not only brings him relief of which he is glad, but enables him to share his feeling with others. Bearing this in mind the teacher should aim at creating in the pupil a sense of joy in the poem and a power to appreciate its beauty. Instead of merely explaining the difficulties of the piece as in prose, he should strive to attract the pupils' mind into the poet's trend of thought and feeling, to visualise correctly the particular scene the poet has depicted. To do

this the teacher himself needs *to live in the poem* when he reads it while teaching, knowing fully well *that poetry is not a written thing, but music;* it is an art of the ear, but not of the eye; and the printed words convey no meaning to the pupil till he has heard them read and felt elated at their music and beauty. After having thus reading the piece in the strain in which the poet has intended, the teacher should devote the rest of the lesson to make the pupils understand the difficulties of words, usages, grammar, and idioms

This latter portion of the lesson demands that the teacher should plunge straight into the heart of the poem, that tidal wave of emotion which set the poet writing. To put it in other words, the poem should be treated as a unity, but not as a series of details which, no doubt, contribute to the grandeur of the unity. The teacher should by means of his teaching capacity make his pupils see that these details, namely the difficult words, the figures of speech, and the special grammatical and idiomatic usages calling up definite images have been used to preserve beauty in the unity of thought, without, at the same time, allowing himself forgetfully to be out of the atmosphere of the poem in which he had lived while reading it to the pupil at first. The same atmosphere should permeate through the whole lesson, lest the interest created in the mind of the pupil by the mode of the teacher's reading at the beginning should wane otherwise.

Madras State's Educational Policy

Sri R. SRINIVASA IYENGAR,

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THE Education Minister's Statement in the Madras Legislative Assembly on the Budget demand under the head "Education" contains a review of the policy that was pursued by the Congress Ministries since 1946 and its repercussions on the present position. For the first time, a Congress Education Minister in Madaras State has declared that the fundamental objective of providing universal free elementary education as laid down in the Constitution would receive the highest priority in the Government's educational policy and that it is the accepted policy of the Government to see that a primary school is established in every village with a population of 500 or more. Dr. M. V. Krishna Rao's predecessors in the Congress Ministry have fought shy of using the term "universal free elementary education"; and one of them scorned the very idea of priorities in the General and the Educational Budgets. Mr. C. R. himself, as Premier and Finance Minister, in his budget speech of 1939, stated that "in view of the financial implications the introduction of universal elementary education was not a practical proposition at any rate for some years to come." It is to be apprehended that the objective may remain a pious hope, as the Minister explained that Rs.1470 lakhs will be required per annum and invited the Legislative Assembly to offer suggestions as to how to augment the financial resources of

the State so as to make increased provision for education.

The Education Minister has also stated that the Government will continue to utilise private agencies for the development of universal elementary education through the grant-system. Private agencies, barring solitary exceptions, have proved to be miserable failures for coping with the task of expansion of elementary education. As uniform scales of pay are being urged for teachers under all managements, and as most private managements are unable to pay even three rupees per month to teachers over and above the grants, no purpose is served by the Government's seeking this agency for achieving the object laid down in Article 45 of the Constitution. Further impoverishment of the bodies and souls of elementary school teachers cannot be tolerated. Private agencies have abundant scope in the fields of secondary and university education, but should not be permitted to thwart the Government's duty to nationalise and import elementary education for *all* children in the State. Private enterprise in elementary education may be permitted only for conducting experiments or research of a unique type.

Finance is, indeed, a serious handicap in the way of our realising the goal laid down in the Constitution. Gandhiji showed himself a modern progressive educationist when he enunicated at the Wardha Conference of 1937 that the free compulsory education should last for a period of eight years. It is a matter for surprise why the Central Government have appointed a Commission to report on how secondary education could be improved. The Central Government has a responsibility in seeing that all the State governments take immediate steps to attain the objective laid down in Article 45 of the Constitution. It is incumbent upon the Union Government to provide the necessary finance for enabling *every child* in India to learn, to read and write before embarking upon adult and social education. Moulana Abdul Kalam Azad and his able secretaries should apply their minds to this urgent job waiting to be finished in about seven years. The state governments should not pass on their responsibilities in this matter to other agencies, but themselves shoulder it with assistance from the Union Government. Nationalisation of elementary education is the only way to achieve universalisation of free elementary education.

The report on Burma of the three experts deputed by the UNESCO is helpful to us in determining the period and the content of primary education. The experts suggest a five-year course, a year being 200 days of 5½ hours each so that pupils may leave school at the age of 10 or 11 years for the farms. In our country, for some decades to come, the universalisation of primary education is feasible only with nationalisation of the same for children of the age-group 6–11 years. The nation will be satisfied if the state governments set themselves to impart the five-year primary education to all children in the states.

The Education Minister Dr. Krishna Rao made an admission of great significance when he said that owing to the Government's policy to introduce basic education throughout the state the compulsory elementary education scheme had maintained *status quo* since 1947–48. Gandhiji conceived his scheme of basic education for establishing universal educa–

tion. Gandhiji wrote in 1937 in "Harijan", "I am a firm believer in the principle of free and compulsory primary education for India. I also hold that we shall realise this only by teaching the children a useful vocation and utilising it as a means for cultivating their mental, physical and spiritual faculties. In no other way can primary education be made free, compulsory and effective. I am convinced that there is no other way to carry *education to crores of our children.* We cannot wait until we have the necessary revenue. But the two ideologies of basic and universal education have been treated by the Madras Government as distinctly separate, as may be seen also from the fact that there is one deputy-director for basic education and another deputy-director for elementary education. The present decision of the Government to review the present anamolous situation is to be welcomed. The basic education policy has, in fact, retarded universal education.

The present Government seem to have curious ideas of their own on basic and primary education. Evidently, they have no faith in the schooling affording sufficient training to the intelligence, practical efficiency and a sense of moral and social values to the children. They are anxious to establish proper coordination between the home and the school, by the method of half-day schooling and half-day family apprenticeship in craft. The half-day schooling is not intended to secure the admission of more pupils and the adoption of the shift system. Its object is to make pupils learn to be better-skilled craftsmen and to enable teachers to take a supplementtary occupation or to take part in the . nation-building activities. We are a poor country; our children are perhaps more precocious; special methods are being invoked for imparting education to our children.

The implications of this novel proposal have to be carefully studied. Children will learn craft, not from teachers, but from parents in their homes; the possibility of their learning crafts in the school workshop to be attached is not to be ignored. The problem of starting an ordinary school bristles with difficulties; that of running a school workshop to each of the thousands of primary schools is a bewildering one. The craft-training which teachers have received all these five years and more may have to run to waste. The idea behind the new proposal is that education through craft or even education-cum-craft is not the goal of elementary education. It is a complete departure from Basic education, which has till now been the State's policy. The half-day schooling should be decided upon, after the formulation of the aim and goal of elementary education, the duration in years and the content to be imparted. The content cannot be merely the three R's; we cannot eschew the play-activities that have been in vogue all these years. Children cannot sit for three hours at a stretch in school. The Report on Education in Burma of the USESCO experts defines the minimum content of primary school education which has to be taught for five years, a year being of 200 days of 5½ hours each. A minimum four-hour-day, with a midday interval, seems to me to be absolutely necessary for imparting sound elementary education. The existing basic schools are already unpopular, for an impression prevails in the minds of parents that literacy and the three R's do not receive as much importance as the cleaning campaign

and the takli-spinning. Children from basic schools find their admission into secondary schools difficult as their attainments in linguistic and other tests are found not up to the mark. The existing basic school curriculum needs revision. The transition from basic schools to secondary schools must be made smooth. Again, the view prevails in rural areas that the education imparted in rural areas during the first five years of school life should not differ much from that in urban areas. There is craze, of the right type, I think, for more and better education everywhere; and the curtailment of educational facilities in duration or content in rural areas will not be appreciated. Education is not a toy to be played with, but a precious tool to be wisely handled for the development of the all-round personality, i. e., the physical, mental and moral faculties of the nation's children. The half-day schooling will not be helpful in achieving this objective, and is not a matter for experimentation at all.

I desire to emphasise that nationalisation of elementary education for five standards for children of the age-group 5-10 or 6-11 years should be the immediate objective and is the only way to achieve universalisation of free elementary education.

Student Offenders—Treatment

Sri D. PURUSHOTHAM, Chittoor.

FOR reasons beyond control, the pupils in secondary schools are getting out of gear. So teachers in such schools must be in a better position, better qualified and beetter able to deal with several kinds of lapses on the part of the school going population, and hence their training and equipments must be quite different from those of other callings. If a teacher does not understand how the child's mind works, how and why offences are committed, the difference between 'mistake' and 'mischief' and the limit of buoyancy of spirit in a modern youth, he or she is not worthy of the noble profession which he or she has chosen. Better every teacher take the following precautions among many others.

Where does the fault lie? When a child commits an offence, the parent, the teacher and the taught are all involved. It is up to the teacher to investigate and find out which party is really at fault, and the teacher should note particularly, if the child is in normal health and placed in normal circumstances and whether ill-fed, ill-treated ill-handled, ill-nursed or ill-used by the present politicians.

The teacher must revive his old ideas in the light of present tendencies on the part of the pupils. There is no more blind obedience possible in this age, in which there is a conflict of ideals between old and young. How far should the home or the school or the society control the present youth is a moot point and these larger issues must not be ignored when a child is punished.

What is the treatment? There cannot be and must not be any hasty cure or treatment. Punishment must be humanised. It must fit the offender more than the offence. It must

be administered with a purpose and not in revenge. It must be corrective and not repressive. A few examples may go a long way in helping a teacher to deal with the problem students.

Offence	Treatment
1. Inattention. Talking in the class, Low% of results.	May be due to imperfect class conditions, teaching method, weather, ill-health, etc.
2. Late coming, irregular attendance.	The teacher needs treatment. In many cases the parent needs treatment.
3. Defects of text books, note-books, stationery.	The parent's co-operation is needed.
4. Copying in the examination.	The pupil is to be given Zero for the paper.
5. Slackness in home-work.	Detention in school.
6. Absence without permission.	Fining—it is the parent's fault.
7. Breakage of furniture.	Compulsory repairs to be done by the pupil.
8. Abuse or insults.	Physical pain–this requires investigation.
9. Lying, immoral conduct etc.	Personal influence, segregation expulsion, public ridicule.

To do this satisfactorily, we must have child clinics. Every good school should be a reasearch laboratory and every good teacher a research worker, in howsoever a small measure. The new science of Psycho-Analysis is a great help to the teaching profession. Just as the science of Medicine was developed by the treatment and cure of diseases, so from the proper diagnosis and treatment of offences committed by the children will a new science of Indian Education emerge, provided every secondary school teacher helps to collect the data.

"A student should not be taught more than he can think about. Selection is the essence of teaching Even the most compendious survey is only the rudest culling from reality. Since the problem of choice can under no circumstances be avoided, the problem becomes what, rather than how much, to teach, or better what principles and methods to illustrate by the use of information... To the extent that the student becomes aware of the methods he is using, and critically conscious of his pre-suppositions he learns to transcend his speciality and generates a liberal outlook in himself."

—*Report of the University Education Commission.*

NOTICE

All communications concerning Editorial be addressed to:—

The Editor,
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Haveli Road,
MASULIPATAM

EDUCATIONAL INDIA

MASULIPATAM, Sept., 1952

Education in fundamental attitudes

N his exhortation to the graduates at the Convocation of the University of Madras, Father D'Souza, the veteran educationist the Principal till recently of one of the leading colleges of the Madras State and now the Director of the Indian Institute of Social Order drew pointed attention to the importance of education in Fundamental Attitudes to be cultivated by the educated classes in the country. At no time was such exhortation so much needed as at present. For, the country is evidently passing through a spiritual and moral crisis. The traditional values have lost their hold over the youth. No new values have taken their place. The situation is not merely confused. It is chaotic even bordering on anarchy where each individual considers that he alone is a law unto himself and that no agreed rule is binding on him. This is the unsettled atmosphere that is pervading to-day and it is against this back ground that one has to attach special significance to Father D'Souza's exhortation.

IT was also appropriate that the exhortation should have been addressed to the graduates of the year. For, inspite of all the defects attributed to university education—and these defects are large in number—the young men and women that pass out of the universities constitute the elite of the nation and supply the leadership to the masses of the people in all the varied walks of national life. It is they that shape public opinion and direct it into the numerous channels of natural activity. And in these days of organised and systematic propaganda their influence is enormous. It is upon their outlook that the future of the nation depends. Naturally it is a matter of deep concern to all well-wishers of the country what fundamental attitudes they cultivate and develop while at school and college and what intellectual and emotional equipment they gather while being educated.

THERE are really two aspects to this education in fundamental attitudes. One aspect has to concern itself with the content of this education and the other with the means and methods to be adopted for the purpose. It was mainly with the former that Father D'Souza

dealt in the course of his convocation address and it was but natural for him to take the free and independent status that our country has newly attained as his starting point. The attitudes that the educated youth of a free country have to cultivate are of a special character and as the educational institutions now functioning in the land were all started in days when the country was unfree, it requires a certain degree of effort and imagination to realise that the institutions have to be utilised to create attitudes different from those for the creation of which they were originally started.

IN the view of Father D'Souza there are three ideals for which free India should always stand. They are the ideals of international peace, democracy and communal harmony. Referring to this aspect he observed "You cannot have a natural policy destined to have the widest repurcussion upon the world unless the men and women who have to enunciate and implement that policy believe in it with all their souls and thus bring to their task a very great force of conviction. For this purpose it is essential that in our entire education certain fundamental attitudes in consonance with our historic spirit and our present day mission, should be sedulously cultivated; that the men who step out of the portals of the Universities and take up their appointed tasks as formed men should be fixed in those attitudes and imbued with those ideals, I mean the ideals which foster peace, which foster democratic liberty, social justice, and communal harmony."

THERE is no need to comment upon the special significance of these ideals at the present juncture in the history of the world when there are powerful nations and sections of humanity whose creed is war and totalitarian dictatorship. Every one also knows that in the speeial circumstances of our country nothing is so fundamental and important as communal harmony. From the moment that a boy or girl enters an educational institution these ideals have to be prominently placed before him or her, so that they might by the time they enter the world become an integral part of their intellectual and emotional make-up—as integral as their habits relating to food, clothing, cleanliness and decent behaviour towards their neighbours and other people with whom they are brought into contact. It is usual to pay lip sympathy to these ideals. What is however needed is an intense conviction that they are the right ideals and that there is no future for humanity until and unless they are put into effect. Education in fundamental attitudes is education in the growth of this conviction.

THE other aspect of such an education is the devising of effective ways and means for

imparting it. Here again there are two sides from which the problem has to be approached. There is what may be called the theoritical side and there is also the practical side. Ideals like these become part of the faith and the religious creed of individual through their study of the best literature in which they are embodied—whether it is poetry, drama, novel or essay. In the selection of books prescribed for study in educational institutions this aspect has to be carefully kept in mind. It should also be kept in view in the History or Geography or Science that is taught.

THERE is also the practical approach to the problem. Attitudes cannot be cultivated only through the reading of books or through the process of learning history and geography. It is mainly through living in school and college a life centering round democratic liberty, social justice and communal harmony that they can be cultivated. It is in schools where all classes and sections of the people are taught in common, where no distinction is drawn between one citizen and another on the basis of caste, creed and community, and where in running athletic, literary and other associations perfect equality prevails that these ideals become assimulated. Here is the problem for the real educationist—the expert whose profession is to devise the most effective methods for producing the type of men and women in conformity with the ideals laid down by society.

WHILE there has been a good deal of talk on ideals and principles—on what is desirable and what is not—there has not as yet been any stimulating and suggestive literature on means and methods. It is in the devising of such methods that universities, colleges and schools should start experiments. It is often said that universities ought to be centres of research. No one disputes the truth and the validity of this statement. But research should be carried on not merely in sciences and humanities but also in the methods to be adopted for shaping on right lines the lives of men and women and this is best done through experiments in the art of living. Very few universities have conducted experiments of this sort. The exhortation of Father D'Souza is an appeal to universities and to other educational institutions, to experiments and research into these methods so that education in fundamental attitudes may become a reality.

Conditions of Student Life

STRIKES and other manifestations of indiscipline have been much more common in U. P. than in most other states of India. Perhaps because of this an order was issued by the government of that state some three years ago that a comprehensive survey should be made of the conditions under

which the student population in the state lives and of the various problems which are of vital importance to the students should be undertaken. Such a survey has been made with respect to students in the four higher secondary standards in the district of Lucknow and the results have been published. They throw a good deal of light as to why students behave in the way in which they behave and how it is necessary and urgent that steps should be taken to improve the general conditions of their lives if they are to become good students while at school and normal citizens after they leave it.

ONE fact about them is their poverty. 53 per cent of the students in the first two classes belong to the lower income group. Of them nearly thirty per cent fall out before they proceed to the higher classes with the result that only 37 per cent of the students in them come to belong to the lower income group. As many as eighty per cent of the students are from families with a monthly income of less than Rs. 300. This explains according to the survey the low vitality, the poor health, and the sunken cheeks of the students and the miserable plight of their families. A majority of the students have been the victims of typhoid, malaria or small-pox at some time or other of their life. Very few of them are in a position to consume milk or ghee or even to change their clothes more than once a week. Only 20 per cent enjoy the benefits of scholarships and fee concessions. The fact that only 11 per cent of the age group are to be found in the four classes is another proof of the extreme poverty of the families to which the group belongs. It is also brought out in the survey that of the students it is only about 35 per cent that come from the rural areas. All these facts explain why most students find it difficult—and impossible—to lead a normal and balanced life, devote their attention entirely to education—intellectual, physical and moral—and why they become victims to slogans and indulge in all kinds of unsocial acts. It equally explains why there has been a deterioration in the standards of education which is deplored by all. Better behaviour cannot be expected from students especially in urban areas suffering as they do from bad and inadequate food, clothing and health. It is necessary therefore that something should be done to improve the material conditions of their lives if they are to be expected to behave in a more orderly and decent manner and if they are to be fully benefited by the instruction imparted to them. The report on the survey makes a number of recommendations as to what has to be done to effect this improvement. The survey deserves careful study by all those interested in the welfare of the country of which the education of the youth is an important factor. It is also to be hoped

that similar surveys are conducted in other states either by government or by private bodies.

Syllabus in Social Studies

ONE of the changes introduced by the Congress Ministry in Madras was to substitute the subject of Social Studies for History, Geography and Civics in all stages of secondary education from Form I to Form VI. This change has been in operation for three years. There have been acute critics of it and also great admirers of it. From the beginning however teachers of the subject have not been satisfied with the syllabus drawn by the Department. Numerous suggestions have been made from time to time to modify the syllabus and it is now learnt that a new syllabus will be shortly published and that it will come into effect with the ensuing school year 1953.

IN the light of previous experience there is one thing that the Department and the Minister of Education should do if the subject is to be taught and learnt on proper lines. We do not as yet know exactly what the syllabus is like and we are not therefore in a position to make comments on it. But under no circumstances should it be brought into effect from the commencement of the next school year. The introduction of the new syllabus should be postponed to at least the year 1954.

THE reason why this postponement is suggested is simple. In our country text books play a much more important part in the study of school subjects than perhaps in many other countries. Both the teachers and pupils depend on them to a great extent. A heavier responsibility therefore rests on the authors and publishers of text-books here than elsewhere. And time is required if this responsibility is to be properly discharged.

TEXT-BOOKS which will have to be used in schools from the year 1953 should be approved by the Text-book committee in February-March 1953. Those authors and publishers who wish to have their books selected by the Committee should submit them in November 1952. Books therefore have to be written and brought in 2 or 3 months which is an impossibility. This is the reason why very few good books were written in accordance with the syllabus of 1948—49. Even then everything had to be rushed through. If the same method is repeated now also the result would be the same. Text books of poor quality will be produced and placed on the market and the subject of social studies will not gain the popularity which it deserves.

WE therefore appeal to the Department to give more time to authors and publishers and enable them to produce text-books of a superior quality.

THROUGH ~~different~~ STATES

DELHI

UNIVERSITY EDUCATION

Object of Central Bill Explained

A Press Note issued by the Ministry of Education says that the comments of certain newspapers and educationists on the draft bill for the co-ordination and determination of standards in Universities indicate that the purpose of the Government of India in drafting the bill and circulating it to State Governments and Universities has been seriously misunderstood.

That there is not and never has been any intention to interfere with the autonomy of the Universties is borne out by the fact that the advice of Universities is being sought before the Government take a final decision. Nor is it intended to hamper the development of special features by particular Universities, for all that the Government are interested in is to ensure that university standards are maintained and raised.

There is growing dissatisfaction and concern with the existing standards in Universities and it has been widely felt that something must be done to improve this state of affairs. The Indian Universities Education Commission also stressed the need of university reform for raising standards. It is in order to carry out this recommendation as well as to discharge any obligation laid upon the Central Government by the Constitution that the present bill has been drafted. Its final shape will, however, be decided only after the comments of Universities and State Governments have been received.

SYLLABUS FOR COMMERCE NATIONAL DIPLOMA

A scheme for enabling the National Diploma Course in Commerce and Business Administration to be taken on a part time basis was evolved at a meeting of the Syllabus Committee of the All India Board of Technical Studies in Commerce and Business Administration held in New Delhi on 31 July 52.

The National Diploma in Commerce is recognised as equivalent to a Degree in the subject by the Government of India and the Union Public Service Commission for purposes of employment. Chambers of Commerce and other bodies have recognised the Diploma for purposes of recruitment of personnel. The full-time course is for three years after Matriculation. Under the scheme for part-time course, which has been devised to help people already in employment to further their prospects and also improve their own efficiency, the studies will be spread over four years, the candidates putting in three hours' attendance every day before or after office hours.

GRANTS FOR SPORTS AND ATHLETICS

Grants of Rs. 37,276 during 1950-51 and Rs. 10,000 during 1951-52 were given by the Government of India to associations participating in international sports and athletic competitions, according to the reply given by Shri K. D. Malaviya, Parliamentary Secretary to the Minister of Education, to a question in the Parliament, on 15th July.

During the current financial year the Government of India has made a grant of Rs 1,25,000 to the Indian Olympic Association for enabling teams to participate in the Olympic Games, Helsinki.

SMITH-MUNDT AND FULBRIGHT SCHOLARSHIPS, 1953-54

The Ministry of Education, Government of India, has received information

regarding scholarships for the academic year 1953-54 made available under the Smith-Mundt and Fulbright Acts of the United States Congress.

These scholarships of which thirty were awarded for 1952-53, cover full cost of tuition and maintenance at American universities and travel to the United States and back to India. The scholarships are available for the academic year 1953-54, in the humanities, social sciences (theoretical and applied), and in the pure sciences. No applications in applied sciences and technologies will be accepted in this competition.

Selection among qualified applicants will be made on the basis of merit, first by regional and national selection committees in India, and finally by the Board of Foreign Scholarships in Washington. Any decision communicated to the candidates on behalf of these committes is final and no reconsideration is possible.

MADRAS

TAX ON SCHOOL BUILDINGS

The Madras Government have expressed their inability to comply with the request of the Madras Aided Secondary School Managements' Association for exemption of buildings used for educational purposes in Madras City from payment of property tax to the Madras Corporation.

PROFESSIONAL COLLEGES

The manner in which rules relating to the reservation of seats in Professional Colleges for the Backward Classes and the Scheduled Castes, were given effect to this year was indicated by the Chief Minister, Mr. C Rajagopalachari at a Press Conference. He also announced that a scheme to promote the welfare of the Scheduled Tribes, would be implemented this year.

"The Backward Classes, scheduled as such statutorily", the Chief Minister said, "have had full opportunity to secure seats by sheer merit, along with others and over and above the full quota of 25 per cent reservation that has been secured by them. The Scheduled castes had 15 per cent reservation. All their candidates have been received and accepted. Some number of vacant seats have, therefore gone to the general pool out of this 15 per cent, but none out of the 25 per cent reserved for the Backward Classes.

The Chief Minister announced that a scheme estimated to cost Rs 15 lakhs would be implemented during 1952-53 for the welfare of Scheduled Tribes. "The Government of India will bear half the cost. The cost of the schemes forwarded to the Government of India by us in this respect totalled Rs 38 lakhs, but only a partial allotment has been made."

WOMEN'S COLLEGE FOR ELURU

The West Godavari District Board decided to make a gift of its former three acre office site and buildings worth about Rs. 40,000 to the management of St. Theresa's Girls' High School to enable them to open a women's college.

At present there are only two women's colleges in Andhradesa out of the fifteen women's colleges in Madras State.

COMMUNITY PROJECT WORK IN ANDHRA

A conference of Community Project Officers was held at the Andhra Mahila Sabha on 21st August. Besides Srimathi Durga Bai, Secretary of the National Planning Advisory Committee, Messrs T. S. Ramachandran, Director of Community Projects, N. S. Varadachari and M. Bapineedu, Cammunity Project Officers, attended the conference, which finalised the draft scheme of Community Project work in Andhradesa.

The draft scheme includes construction of a bridge on the Pennar river at Chennur and the establishment of a high school in Chennur. A Selection Committee consisting of local advisory committees, district officers, local legislators and non-officials for recruiting workers will be appointed. Recruitment of workers at village level will be done

in consultation with established social service organisations and film associations, etc. Recruitment is expected to be finished by September 15 and the workers will be given training at Anandasram, Mydakur, and Samalkot for three months Project Advisory Committees will also be appointed in each Project area. Provision has also been made for health services and health education. The scheme will be announced after it has been approved by the Central Committee in Delhi.

It was also decided to arrange an interchange of ideas and staff between the two project centres in Andhra, *viz.*, Cuddapah - Kurnool and Kakinada-Peddapuram.

Questions relating to the implementation of the Khadi scheme was discussed by Srimathi Durga Bai with the Special Officer for Khadi Development, Mr. Kunchithapatham.

BOMBAY

TEACHING OF HINDI IN BOMBAY SCHOOLS

The Government of Bombay have decided to make Hindi a compulsory subject in Standard IX from 1952-53, according to a Press Note issued on 1st August.

"From 1953-54, it will be made compulsory in Standards IX and X and from 1954-55 in Standards IX, X and XI" the press Note added.

Hindi has already been made compulsory in Standard VIII from 1951-52.

Teaching of Hindi will not be insisted upon in Standard X during the academic year 1952-53 and in Standard XI during 1952-53 and 1953-54. "There is of course no objection to the schools voluntarily teaching Hindi in these standards during these two years", the Note added.

WORLD CONFERENCE ON CHILD WELFARE

Prime Minister Nehru will inaugurate the first International study conference on Child Welfare scheduled to be held from December 5 to 12 this year, it is learnt.

The conference which will be held under the patronage of the Government of India, is organised by the International Union for Child welfare, Geneva, at the invitation of the Indian Council for Child Welfare, New Delhi.

Rajkumari Amrit Kaur, Health Minister, will preside over the first day's session and Mrs. Vijayalakshmi Pandit, M. P., over the closing session.

BENGAL

THE DRAFT SCHOOL CODE

The Draft School Code recently presented before the Secondary Education Board by its Executive Council has come up for bitter criticism by all educationists. There has been a lot of protest throughout Bengal vehemently criticising it and demanding revision or withdrawal of a number of provisions in it. The first point of criticism has been the proposed constitution for the management of Schools. Other points are teachers' scale of pay, hours of work at school, private tuitions, teachers' associations, admission of students and so on. On the whole there is a lot of difference between conditions laid down in this code and conditions obtaining elsewhere in other States. We trust that the Secondary Education Board would finalise the draft code with suitable amendments so as to keep it on a level obtaining in other States.

QUESTION PAPERS IN BENGALI

The Board of Secondary Education has agreed to set questions in all non-language subjects in Bengali from the examination to be held in March 1953. English version of the same questions will also be given for the convenience of the non-Bengali students.

MYSORE

MUSIC COLLEGE FOR BANGALORE

Bangalore is soon to have a Music College. Sangeetharathna T. Chowdaiah, famous violinist of Mysore, has completed the arrangements for opening

a First Grade Music College, known as Ayyanar College of Music. An influential committee with Mr. S. M. Ramakrishna Rao as President Messrs. K Sampathgiri Rao and A N. Rama Rao as Vice-Presidents and Mr. A. Venkobachari ar Secretary and Mr. K. Srinivasaiyengar as Treasurer has been formed. The course will be for four years and a syllabus has been drawn up accordingly.

HYDERABAD

COMMUNITY PROJECTS TRAINING CENTRE OPENED

Declaring open a training centre at Himayatsagar on 14th Aug. for extension workers, engaged in Community Projects, under the auspices of the Ford Foundation and Technical Co-operation Agreement Mr. D. G. Bindu, Home Minister of Hyderabad expressed the view that work on Community Projects must be a partnership programme between the administration and the people, which would provide service and education designed to meet the needs of the people. The programme was also meant to approach all phases on village life and the centre was an initial step in community development.

Mr. Bindu said that the workers would provide a new and different type of personnel, and armed with the requisite knowledge they would be counsellors to the villagers in the solution of their problems.

PROPAGATION OF HINDI

The Marathwada Provincial Hindi Conference, held under the presidentship of Swami Ramanand Tirth, passed a resolution supporting the complete growth and development of regional languages and recommending their use in official correspondences and as media of instruction in the university.

The resolution commended that Hindi should be made compulsory tn the secondary stage of education and used for Inter-State correspondence.

The conference further advocated that English as the official language in the Central and State administrations should be replaced by Hindi and the regional languages respectively.

The conference passed resolution urging the need for the production of scientific and technical literature in Hindi and the institution of prizes by the Government for text books in literature, science, etc.

The conference also urged the Government to open a Hindi High School in Aurangabad for the Hindi-knowing students.

KASHMIR

NEW BUILDINGS FOR KASHMIR' VARSITY

Dr. S. Radhakrishnan, Vice-president, laid the foundation-stone of the buildings which would accommodate the Kashmir University. The function took place at Hazaribagh.

Yuvaraj Karan Singh, Chancellor, requesting Dr. Radhakrishnan to lay the foundation-stone, said: "Our University was inaugurated in 1948, during a time when our State was in the grip of a savage and ruthless invasion which threatened our very existence. The manner in which the gallant aid given to us by the Indian army and the Republic of India saved us from destruction is very well known to all of you. Slowly but surely we got back on our feet and our infant university also began its growth." He referred to inadequate funds of the University and said they looked forward to aid from the Government of India.

Dr. Radhakrishnan said that the University should be the embodiment of our great ancient traditions when the teacher and the pupil lived together. Teaching, he said, was an art and did not mean the pumping of knowledge into the minds of unwilling pupils It was the art of transmitting vitality and the spark of enthusiasm. Regarding financial help, he said. other universities also suffered from similar disability, but he would, however with great pleasure ask the Government of India to give them as much help as they could.

PUBLIC OPINION

GEN. CARIAPPA ON STUDENTS AND FILMS

Addressing the students of the Madras Presidency College on 18th August, General Cariappa C-in-C. of India advised Students to realise the greatness of the culture and traditions of the country, to guard against falling a prey to the fashion of adopting modern "isms", to have faith in those who controlled the destinies of the country, and to work hard to equip themselves for the tasks that lay ahead of them.

The C-in-C said that he was not making a political speech but talking as a simple soldier, who meant what he said, and said what he meant. Referring to attendance of Students at Cinemas, the General said that he was sorry to see people waiting in long queues to see many of the "rotten pictures" that were produced by men greedy to make money and which corrupted the morals of the people. He would advise students not to waste precious time seeing such bad films. They could spend it more usefully. He did not want them only to see religious or mythological pictures. But he did not want them to see pictures which so badly spoiled the morals of the public that in some cases, people who committed highway robbery had adopted methods shown in some of the films. He added, "these films do more harm than drinking or gambling". He agreed that they should have amusements. But they must be healthy amusements. He hoped the powers that-be would check the rapid spreading of such bad films. For India had the second largest film industry in the world.

Concluding, General Cariappa advised students to develop the qualities of courage, efficiency and unselfishness.

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Mr. Sri PRAKASA ON THE SCOUT MOVEMENT

"There is no nobler, no better and no greater school for true discipline and training for the making of a good citizen than the Scout Movement," observed Mr. Sri Prakasa, Governor of Madras, addressing a rally of Scouts and Guides held on 15th August at the Presidency College grounds, Triplicane, to celebrate the Independence Day.

Expressing the hope that the Scout movement would spread more and more to bring every child in the State under it, the Governor appealed to them to remember that their allegiance should be first and foremost to the land of their birth and to so live as to be worthy of the freedom they had won.

SCOUT MOTTO

Mr. Sri Prakasa referred to the freedom struggle of India under the inspiring leadership of Mahatma Gandhi, and pointed out that while they celebrated the Independence Day year after year, they should not forget their master's teaching that their movement had been, was and would ever be based on human brotherhood and love. It knew no hatred and meant no harm to any one. If they remembered this simple truth, they would be fulfilling their hopes and ideals without any trouble. In the world there was much that made them sad and sick. But the scout kept his head up all the time and was cheerful, for the great ideal embedded in his motto was "Be Prepared". It was good to have as one's ideal or aspiration all that was implied in that motto.

A nation's freedom, Mr. Sri Prakasa said, was of little value if its citizens did not respond to various situations as

free men and women should do. "While you are no doubt joined up with the youth of all countries of the world in common brotherhood and sisterhood, you wil always remember that your allegience should be first and foremost to the land of your birth. I pray that you may so live as to be worthy of the freedom that we have won."

Dr. A. R. MUDALIAR ON UNIVERSITY STANDARDS

Presiding over a meeting at Tirupati Women's College on 11th August, Dr. A. Lakshmanaswamy Mudaliar said that Indian universities were now passing through a crisis. Statements had been made from various platforms that university standards had gone down. If standards had gone down, the universities were not wholly to blame. Every academic year, pressure was brought to bear from diverse sources, to admit a large number of students to the various classes. Many suggestions were made, diverse associations suddenly came into galvanic activity, and petitions, memoranda, resolutions, and telegrams confronted university authorities. Various bodies like parants' associations, teachers, grain merchants associations etc., suddenly woke up to the fact that all students who sought admission could not be provided seats. It was unfortunate that this sort of activity sprung up only at the beginning of each academic year.

Long before the conclusion of the academic year, universities requested all Principals to give, in detail any proposals for increasing the number of seats allowed for each course. This was examined carefully and commissions of enquiry were sent where necessary. The proposals for increased accommodation were accepted subject to circumstances. In any country was it ever possible for all the students who sought admission to university courses to gain admission?

Rev. Fr. D'SOUZA ON 'PROMOTION OF PEACE'

India could play an effective role in world affairs only when its University graduates, from whom the national services would be recruited, believed in the ideals of peace, democratic liberty, social justice and communal harmony, declared Rev. Father Jerome D'Souza, Director of the Indian Institute of Social Order, Poona, delivering the convocation address of the Madras University on 21, August.

Rev. Father Jerome D'Souza said that India's national policy would not have the widest repercussion upon the world, unless the men and women, who enunciated and implemented that policy, believed in it with all their souls and brought to their task a great force of conviction. For that purpose, it was essential that in our entire education, certain fundamental attitudes, in consonance with India's historic spirit and present day mission, should be cultivated.

RAJAJI ON PROMOTION OF CULTURE & RELIGION

Inaugurating the year's session of the Madras Christian College Union, at the Anderson Hall, Tambaram, on 8 August, Mr. C. Rajagopalachari, Chief Minister, elaborated on the idea that real culture was attained only by constantly remembering the existence of a soul in the body. It was not possible for them to become full-blossomed men of culture by superficial study and acquisition of knowledge. It required something more, he said, and observed: "I feel that unless some good men who have absorbed religion in the true sense live among you and you get the healthy influenee of such men imperceptibly, and day after day, you cannot really develop that reverence and that awe which I call religion".

RESEARCH IN SCIENCE

UNESCO'S HELP TO INDIA

Dr. Malcolm Audiseshiah, head of the UNESCO Technical Assistance Programme, who recently discussed with the Government of India questions relating to the technical assistance the UNESCO could offer

India in helping her scientific and industrial research, arrived in Madras on 22nd August by air from Bombay.

Dr. Audiseshish said that the technical assistance that could be given by the UNESCO through the National Physical Laboratory, the National Chemical Laboratory and the Indian Institute of Science and other national institutions in India, came up for discussion during his talks with the representatives of the Government of India.

Technical assistance, he said, included lending specialists, who would work in various laboratories. There were already eight experts in India, working mainly in the National Physical Laboratory at Delhi, the Indian Institute of Technology at Kharagpur and the Central Waterways, Power and Navigation Commission at Poona. On equipment alone, the UNESCO was spending nearly 100,000 dollars for India for the current year. Dr. Audiseshiah said during July session of the United Nations Economic and Social Council, the budget provision was raised from 20 to 25 million dollars for the current year.

Dr. Audiseshiah said that the National Physical Laboratory, which had been given assistance under the Point Four programme to the tune of 70,000 dollars for the establishment of a low temperature laboratory, will also be assisted by the UNESCO in the matter of equipmect Dr. Schoenberg of the Cambridge University, who is a world authority in low temperature physics, was at present working in the National Physical Laboratory for the establishment of a low temperature physics section. The main object of the UNESCO was to help India to develop her scientific and industrial research, which in turn would benefit her industries and agriculture.

After a few days stay in the city, Dr. Audiseshiah has left on 29th morning for Colombo *en route* to Paris.

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World-wide Fundamental Education

By GEORGE D. STODDARD

(UNESCO, the United Nations Educational, Scientific and Cultural Organization has embarked on a project of "teaching teachers" which it is hoped will reach 1,000,000,000 people.)

The first thing to note about UNESCO—the United Nations Educational, Scientific and Cultural Organization—is its organic relation to the United Nations. It is one of the specialized agencies of the parent body.

When the charter of the United Nations was drawn up in 1945, educators took a leading role. They persuaded the United States Secretary of State to make provision for the fostering of peace through education. Subsequently, representatives of international science unions sought a place in the new organization, while cultural leaders who did not regard themselves as falling within education or science combined to form the "C" in UNESCO. Among the latter group are representatives of journalism, radio, motion pictures, libraries, museums, the fine arts, agriculture, labor, and religion.

Membership in UNESCO is limited to nations. The number of members rose to 64 during the Sixth General Conference in Paris in July 1951. At that time five new governments were admitted—namely, the German Federal Republic, Japan, Laos, Vietnam, and Cambodia.

The full membership list, exceeding in number that of the United Nations itself, is a striking demonstration of a world need. The only major power not represented is Soviet Russia. That nation cannot, or will not, join an organization whose constitution proclaims a belief in the "unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge," together with attempts "to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives."

Fundamental to the program of UNESCO is its emphasis upon human rights. Americans know well that these rights are not at times abridged in the United States, particularly in relation to race. Nevertheless, as with delinquency, crime or social deviations, this is not taken to be the will of the citizens of the United States. Rights cannot be granted simply by subscribing to a doctrine or signing a pledge, but nations, like individuals, must, start somewhere. There is nothing wrong about starting at a high level of idealism, if earnest attempts are made to translate the ideals into action.

The principles embodied in the Universal Declaration of Human Rights do not depend upon the immediate ability of persons to profit by them. They do not wait upon the acceptance of responsibility; the rights must be given first. It has become the duty of all men to accept the responsibilities that go with rights. Only the free man can discover for himself that freedom does not remove the bad effects of bad choices — that freedom, to

mean much, must be exercised within a framework of personal and civic virtue.

Inevitably in the United States, which has so many citizens' rights on the law books, the emphasis is on duty. In countries where rights have not been clarified, much less laid down in law, any campaign which emphasizes duties first will fail. The Universal Declaration of Human Rights says, in effect, that freedom is the sovereign virtue. Given freedom, together with full opportunity for advancement, one knows where the responsibilities lie and can be judged accordingly.

In the Fifth Session of the General Confernce in Florence, Italy, the emphasis upon program concentration took the form of official approval of the main tasks of UNESCO. These tasks are: To eliminate illiteracy and encourage fundamental education. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education. To promote through education increased respect for human rights throughout all nations. To overcome the obstacles to the free flow of persons, ideas, and knowledge between the countries of the world. To promote the progress and utilization of science for mankind. To study the causes of tensions that may lead to war and to fight them through education. To demonstrate world cultural interdependence. To advance through the press, radio, and motion pictures the cause of truth, freedom, and peace. To bring about better understanding among the peoples of the world and to convince them of the necessity of cooperating loyally with one another in the framework of the United Nations. To render clearing-house and exchange services in all its fields of action, together with services in reconstruction and relief assistance.

At the Sixth Conference in Paris in 1951, these 10 main tasks and a few auxiliary ones were implemented by about 140 program resolutions.

The program in basic or fundamental education has become the largest single project in UNESCO's field. It is, in the aggregate, the largest, educational project ever undertaken in the history of civilization. It calls for the eradication of illiteracy the world over—for education not only in terms of reading, writing, and arithmetic, but in terms also of basic scientific, and civic principles for about 1,000,000,000 persons.

The ability to read and write is regarded as crucial to economic and political progress. It calls upon the mental abilities of young and old. In fact, classes already begun under the sponsorship of UNESCO include persons from five to 80 years of age. Without the basic achievements of reading and writing there is no promise for the next level of education which introduces young people to science, technology, art, literature, and world affairs. There is no hope under illiteracy for development in agriculture, engineering, or medicine.

Accordingly, the United States delegations in UNESCO have supported programs in fundamental education. The Director General of UNESCO, Jaime Torres Bodet, as the former minister of education in Mexico was distinguished for his work in improving the education of the Mexican people. It is not accidental that the first training school has been established in Patzcuaro, Mexico, through the cooperation of

several Latin American countries and UNESCO. The UNESCO publication, *The Courier*, has reported as follows:

"Latin American educators long have realized that illiteracy is virtually a synonym for hunger, disease, poverty, and wastage of human resources. For decades they have worked on the principle that illiteracy is only part of a way of life that must be changed. Literacy for its own sake is not enough.

"The key to this change is the teacher. Mass-produced drugs can be used to attack such diseases as yaws and malaria, but there is no such thing as a mass-produced teacher. And teachers are needed to attack illiteracy and ignorance and the other 'diseases' that spring from them to afflict the people.

"Educators can point to many examples where campaigns against ignorance and low living standards, even though they have started off in a spectacular way, have slowed down and failed to produce lasting results in the face of a shortage of teachers and educational materials.

"Latin America therefore will be the first of five regions—the others are the Far East, India, the Middle East, and Equatorial Africa to benefit from the work of what UNESCO calls a 'fundamental education training and production center.' With the other regions it comes under a $ 20,000,000 twelve-year plan to create a world network of six such centres, training some 4,000 fundamental education teachers of teachers."

The specialists in fundamental education include experts not only in reading and writing but also in hygiene, home economics, practical farming, and the handicraft industry. The first words and sentences are made to do duty in terms of the common needs of common people It is not some thing thrust upon them from above.

There rarely has been found evidence of a lack of ability to learn on the part of young children. In the UNESCO demonstrations this ability is unearthed like so much ore that has rested for centuries in the hills without contributing to the general welfare. UNESCO's role is to initiate, to demonstrate, to train leaders, to stimulate governments and intergovernmental cooperation.

The money for this must come from the people themselves and from their governments. As men begin to study the natural resources of their countries and the way in which industry and agriculture transform wealth, they will be able to pay for schools, facilities, and teachers, finally reaching upward toward secondary and college education.

This is the future for all counties. If all goes well, there will be a renaissance in education perhaps equalling what the United States accomplished through public schools and land-grant colleges.

Education does not insure cooperation among the free nations of the world, but it does give a firm basis for such cooperation. It enables leaders and governments better to understand the need for unity. UNESCO itself is no broad highway but it is a path— a path which thousands of persons in the United States have found to lead some where. The idea is not to embrace the United Nations as a final completed plan, but rather to make of it something desired by the mind and heart—the best hope of mankind for a peaceful outcome of the present world struggle.

—*NEA Journal*

Women's Access to Education

Geneva Conference Examines Problem

The Fifteenth International Conference of public Instruction, organised by Unesco and the International Bureau of Education took place at Geneva last July to consider principally the problem of access of women to education. Delegates have studied the social, economic and pedagogic factors which still oppose equality of education for girls and boys or which facilitate it, and sought the most effective means of removing the discrimination against women which exists in the programme as well as in the organisation of teaching on all levels The measures which might be taken to enable women to benefit from fundamental and adult education and the civic education of women for participation on local, national and international life wete examined.

The Conference also discussed the teaching of natural sciences in secondary schools, a question to which many nations are attaching greater importance in their plans to reform programmes, and which has been the subject of an enquiry by the International Bureau of Education.

"Women constitute more than half the population of the globe. Notwithstanding their decisive role in the education of humanity, there are more illiterates among them than among men, and their level of education—I do not say intelligence is on the average very much lower. Legislation which has established the equality of the sexes before the law comes up against numerous economic and social factors which cancel or delay its effect."

"Notwithstanding the problems raised by the free access of women to education of all kinds, and to civic and social responsibilities, there is no essential difference of aim between the education of men and women. Men and women must become able to think for themselves, to understand the modern world and their own culture in the light of the heritage of their past, and to participate fully in the life of their country without forgetting the role which it should play in the family of nations."

"The whole programe of Unesco as regards the access of women to education is drawn up with the object of making women's rights a reality, and of giving them the effective means of fulfilling their duties. Unesco believes that if we are to build a world founded on respect for human values, and consequently on peace, the ideal of liberty and justice must become a daily reality for men and women in all quarters of the globe, including the less favoured areas."

Mr. Torres Bodet emphasized in this connexion that any programme of fundamental education, concerned with social and economie development should take into account the "special needs and the powerful influence of women".

— *UNESCO NEWS*

Girls in U. S. A.

In Childhood, American girls and boys play many of the same games; they swim, skate, ski, play baseball, tennis, golf, handle water craft, go hiking and camping. They have separate organizations like those of the Girl Scouts and the Boy Scouts, the Young Women's Christian Association and the Young Men's Christian Association. In the 4-H Clubs, in farm areas 1,800,000 beys and girls work together in homemaking, agricultural, and citizenship activities. They compete on an equal basis; a boy or a girl may win the national prize for the fine cow or pig or sheep he or she has raised.

Book Reviews

SIX SHORT PLAYS: Edited by W. Turner Published by Messrs. K. & J. Cooper, Bombay. Price Rs. 1

Acquisition of histrionic talents by students is one of the prime factors in modern education and culture. The present book is a collection of six old-time favourites which are given an Indian setting for the convenience of our pupils. We commend these plays to be enacted with pleasure and profit at all annual functions in our Secondary Schools. Valuable suggestions on the production or performance of these plays and other hints and exercises given at the end enhance the value of the book and make life for children rich and realistic.

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ANUDINA GANITHAM: (Telugu) (Everyday Mathematics) Book I by P. Narasimham, D. Kameswara Rao and P. Bangara Raju. Oxford University Press, Madras Price Rs 1-8-0

This is a welcome edition to the already existing text-books on Mathematics for lower forms. It faithfully follows the departmental syllabus and examples are culled from everyday life and problems made realistic. It is a happy and correct idea to select authors from one and the same school for purposes of easy collaboration The book is carefully edited and neatly printed and should find an easy way into all schools.

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THE OXFORD ATLAS: By John Barthalomew — (17th edition) Oxford University Press. Madras. Price Rs. 3-4—

The Oxford Atlas which is already popular with our students is now revised with additional information and brought uptodate. Area and population tables are based on the latest figures available. This is indeed an indispensable help-book for students and we commend it for use in all schools.

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THE EDUCATION - QUARTERLY - JUNE. 52: Published by the Ministry of Education, New Delhi. Annual Subscription Rs 7.

The number as usual contains original articles and highly useful information. "Education development in India" an address by Maulana Azad at the last Central Advisory Board Meeting — is a faithful record of work done during the last five years and a plan for further exapansion of education in the country. Sri A. R. Dawood and Sri M. T. Vyas and Sri J P. Nayak, prominent educationists of Bombay have contributed valuable articles. Mention must be made of "The Janata College" by Mr Nayak which should interest all workers in the field of fundamental education. The journal is highly informative in character and makes itself indispensable to every educationist and educational institutions in the country.

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ACKNOWLEDGEMENT

The Story of Bapu: By Sakuntala Masani, Oxford University Press. Rs. 4/-

The Merchant of Venice: Edited by Pecl and Venkata Rao, Published by Sri Prabhakara Book Depot. Bangalore, Price 2/-

EXTENSION Lectures: — (a set of Six Bulletins) deliverd by the staff of the Dr. Alagappa Chettiar Training College, Karaikudi. Published by the Principal of the College.

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